**2024 Annual Implementation Plan**

Submitted for review by Amanda McLean (School Principal) on 15 December, 2023 at 10:31 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 17 January, 2024 at 03:12 PM  
Endorsed by Bart Firus (School Council President) on 26 April, 2024 at 03:32 PM

**for improving student outcomes**

Heatherhill Primary School (4802)



**Self-evaluation summary**

|  |  |  |
| --- | --- | --- |
|  | **FISO 2.0 Dimensions** | Self-evaluation level |
| **Leadership** | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

|  |  |  |
| --- | --- | --- |
| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

|  |  |  |
| --- | --- | --- |
| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

|  |  |  |
| --- | --- | --- |
| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Embedding |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

|  |  |  |
| --- | --- | --- |
| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embedding |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

|  |  |
| --- | --- |
| **Future planning** | Tracking against the 4-year goals, targets, and key improvement strategies of the School Strategic Plan demonstrates that the school has exceeded the 2026 expectations in the majority of goals as outlined below.   Goal one: Strengthen students' wellbeing. Target 1.1 Decrease the proportion of students with 20+ days of absence from 23 percent in 2021 to 20 percent in 2026.  Target 1.2 By 2026, improve the percentage of positive responses on the Attitudes to School Survey for the following factors:  - Teacher concern from 73% in 2021 to 77%; in 2023, teacher concern from 70% to 89% - Sense of confidence from 73% in 2021 to 80%; in 2023, sense of confidence from 64% to 79%  Target 1.3 By 2026, improve the percentage of positive responses on the Parent Opinion Survey for the following factors:  - Promoting positive behaviours from 81% in 2021 to 86%; in 2022, from 81% to 97% - Confidence and resiliency skills from 81% in 2021 to 85%; in 2022, from 81% to 97%  Goal two: Maximise student learning growth in literacy and numeracy. Target 2.2 By 2026, improve the percentage of positive responses on the Staff Opinion Survey for the following factors:  - Academic emphasis from 67% in 2021 to 72%; in 2023, academic emphasis from 67% to 95%  - Collective efficacy from 66% in 2021 to 72%; in 2023, collective efficacy from 66% to 83% - Promote student ownership of learning goals from 60% in 2021 to 75%; in 2023, promote student ownership of learning goals from 60% to 78%  Target 2.3 By 2026, improve the percentage of positive responses on the Attitudes to School Survey for the following factors:  - Stimulated learning from 83% in 2021 to 86%; in 2023, stimulated learning from 83% to 92% - Differentiated learning challenge from 87% in 2021 to 90%; in 2023, differentiated learning challenge from 82% to 95% - Student voice and agency from 64% in 2021 to 70%; in 2023, student voice and agency from 64% to 82% - Perseverance from 76% in 2021 to 80%; in 2023, perseverance from 76% to 79%.   Please note: NAPLAN was not evaluated against the targets due to the change in test structure.   Future Planning: - continue to build student and teacher capabilities in goal-setting. - embed strategies and behaviours to build student voice, agency and perseverance capabilities. - continue to build teacher practice in highly effective learning and teaching. - build teacher capabilities in the Department's Mental Health and Wellbeing and Disability and Inclusion frameworks. - continue to schedule regular Learning Walks and provide feedback on collective observations during professional learning.  - continue to provide teachers with targeted professional learning aligned with the School's Strategic and Annual Implementation Plan. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

|  |  |  |  |
| --- | --- | --- | --- |
| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities |  |
| Strengthen students’ wellbeing. | Yes | Decrease the proportion of students with 20+ days absence from 23 percent in 2021 to 20 percent in 2026. | Decrease the proportion of students with 20+ days of absence from 23% in 2023 to 20% in 2024. |
| By 2026, improve the percentage positive responses on the Attitudes to School Survey for the following factors:   * Teacher concern from 73% in 2021 to 77% * Sense of confidence from 73% in 2021 to 80% | AToSS:Increase the percentage of positive endorsement measure for sense of confidence from 79% in 2023 to 82% in 2024. |
| By 2026, improve the percentage positive responses on the Parent Opinion Survey for the following factors:   * Promoting positive behaviours from 81% in 2021 to 86% * Confidence and resiliency skills from 81% in 2021 to 85% | Parent Opinion Survey:Increase the percentage of positive endorsement measure for promoting positive behaviours from 81% in 2023 to 86% in 2024.Increase the percentage of positive endorsement measure for confidence and resiliency skills from 81% in 2023 to 85% in 2024. |
| Maximise student learning growth in literacy and numeracy. | Yes | NAPLAN Top two bands in Year 5   * Increase the proportion of students in the top two bands in reading to at least 33 percent (from 29 percent in 2022) * Increase the proportion of students in the top two bands in writing to at least 28 percent (from 23 percent in 2022) * Increase the proportion of students in the top two bands in numeracy to at least 25 percent (from 19 percent in 2022). | Increase the proportion of students in the exceeding or strong bands in reading from 63% in 2023 to 65% in 2024.Increase the proportion of students in the exceeding or strong bands in writing from 65% in 2023 to 67% in 2024.Increase the proportion of students in the exceeding or strong bands in numeracy from 60% in 2023 to 62% in 2024. |
| By 2026, improve the percentage positive responses on the Staff Opinion Survey for the following factors:   * Academic emphasis from 67% in 2021 to 72% * Collective efficacy from 66% in 2021 to 72% * Promote student ownership of learning goals from 60% in 2021 to 75% | Staff Opinion Survey:Increase the percentage of positive endorsement measure to promote student ownership of learning goals from 60% in 2023 to 64% in 2024. |
| By 2026, improve the percentage positive responses on the Attitudes to School Survey for the following factors:   * Stimulated learning from 83% in 2021 to 86% * Differentiated learning challenge from 87% in 2021 to 90% * Student voice and agency from 64% in 2021 to 70% * Perseverance from 76% in 2021 to 80% | Increase the percentage of positive endorsement measure differentiated learning challenges from 87% in 2023 to 90% in 2024. |

|  |  |  |
| --- | --- | --- |
| Goal 2 | **Strengthen students’ wellbeing.** | |
| 12-month target 2.1 | Decrease the proportion of students with 20+ days of absence from 23% in 2023 to 20% in 2024. | |
| 12-month target 2.2 | AToSS: Increase the percentage of positive endorsement measure for sense of confidence from 79% in 2023 to 82% in 2024. | |
| 12-month target 2.3 | Parent Opinion Survey: Increase the percentage of positive endorsement measure for promoting positive behaviours from 81% in 2023 to 86% in 2024. Increase the percentage of positive endorsement measure for confidence and resiliency skills from 81% in 2023 to 85% in 2024. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Support and resources | Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing. | Yes |
| **KIS 2.b**  Leadership | Review and refine the development, implementation, and monitoring of Individual Education Plans (IEP) and student learning contracts. | Yes |
| **KIS 2.c**  Support and resources | Embed procedures, protocols, and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning. | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Promote student ownership of their learning goals from 60% in 2023 to 75% in 2024. | |
| Goal 2 | **Maximise student learning growth in literacy and numeracy.** | |
| 12-month target 2.1 | Increase the proportion of students in the exceeding or strong bands in reading from 63% in 2023 to 65% in 2024. Increase the proportion of students in the exceeding or strong bands in writing from 65% in 2023 to 67% in 2024. Increase the proportion of students in the exceeding or strong bands in numeracy from 60% in 2023 to 62% in 2024. | |
| 12-month target 2.2 | Staff Opinion Survey: Increase the percentage of positive endorsement measure to promote student ownership of learning goals from 60% in 2023 to 64% in 2024. | |
| 12-month target 2.3 | Increase the percentage of positive endorsement measure differentiated learning challenges from 87% in 2023 to 90% in 2024. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Teaching and learning | Strengthen teacher capability in implementing highly effective learning and teaching practice. | No |
| **KIS 2.b**  Assessment | Embed teacher capabilities to analyse and use data to inform differentiated learning. | Yes |
| **KIS 2.c**  Engagement | Strengthen teacher knowledge and practice to activate learner agency. | No |
| **KIS 2.d**  Engagement | Develop students’ capabilities to persevere with their learning. | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Differentiated learning challenges from 87% in 2023 to 90% in 2024. | |

**Define actions, outcomes, success indicators and activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | Strengthen students’ wellbeing. | | | | |
| 12-month target 1.1 | Decrease the proportion of students with 20+ days of absence from 23% in 2023 to 20% in 2024. | | | | |
| 12-month target 1.2 | AToSS: Increase the percentage of positive endorsement measure for sense of confidence from 79% in 2023 to 82% in 2024. | | | | |
| 12-month target 1.3 | Parent Opinion Survey: Increase the percentage of positive endorsement measure for promoting positive behaviours from 81% in 2023 to 86% in 2024. Increase the percentage of positive endorsement measure for confidence and resiliency skills from 81% in 2023 to 85% in 2024. | | | | |
| KIS 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing. | | | | |
| **Actions** | Strengthen the whole school approach towards social and emotional learning. | | | | |
| **Outcomes** | Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school  Student leaders will be able to recognise, respond to and refer mental heath emergencies  Teachers will plan for and implement social and emotional learning within their curriculum areas  Teachers will be able to recognise, respond to and refer students’ mental health needs  Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches  Wellbeing team will directly support students’ mental health and/or provide referrals | | | | |
| **Success Indicators** | Early indicators:  Curriculum documentation will show the scope and sequencing plans for social and emotional learning. Notes from learning walks and peer observation will show how staff are embedding social and emotional learning. Student support resources displayed around the school will show how students can seek support   Late indicators:  Teacher assessment of student skills and knowledge identified in the personal and social capabilities domain will indicate improvement in student social and emotional learning. School Staff Survey positive percentage endorsement measures for student ownership of learning goals will show improvement.  Student Attitudes to School Survey positive percentage endorsement measures for sense of confidence will show improvement. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Employ a teacher (0.4) to provide literacy support to students working below the level in the junior school. | | 🗹 Literacy support  🗹 School leadership team  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $55,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Allocate time for the Student Wellbeing team to create student profiles for eligible students. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $15,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Schedule professional learning to increase staff capabilities in explicitly teaching social and emotional skills from the Personal and Social Capability domain of the Victorian Curriculum. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Student Wellbeing Team to review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health and build teacher capabilities through professional learning. | | 🗹 Curriculum co-ordinator (s)  🗹 SWPBS leader/team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Allocate the role of Disability and Inclusion Leader to the assistant principal overseeing student wellbeing. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $52,084.47  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| School leadership to prioritise time in the professional learning schedule for the assessment and moderation of student work using the Victorian Curriculum and English as an Additional Language continua. Teachers use the information to identify students' next learning and wellbeing goals. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 3 | $19,673.62  🗹 Equity funding will be used |
| Utilise resources from the Mental Health Menu items to develop and support the mental health and well-being of the whole child: socially, emotionally, academically and physically. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $27,957.50  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Employ speech pathologist to support eligible students in their language development. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $55,000.00  🗹 Equity funding will be used |
| The leadership team will monitor and assess progress of the activities detailed twice per term. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Build staff knowledge and understanding of inclusive education and associated legislation and policy. Implement evidence-based professional learning support for students with: - autism - speech and language delay/disorder - learning difficulties including Dyslexia, dyscalculia - learning difficulties including dyscalculia - behaviour. | | 🗹 Assistant principal  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 3 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Review and refine the development, implementation, and monitoring of Individual Education Plans (IEP) and student learning contracts. | | | | |
| **Actions** | Build teacher capabilities in writing, implementing and monitoring student learning goals in their Individual Education Plans, Student Learning Contracts and the Student Planner. | | | | |
| **Outcomes** | Leaders support teaching staff to build assessment, differentiation and inclusive practices through consistent and transparent processes. Leaders build teaching staff capabilities through targeted professional learning in writing SMART goals in English or Maths. Leaders build teaching staff capabilities through targeted professional learning to identify strategies to support students in achieving their SMART goals. Leaders build teaching staff capabilities to monitor and evaluate student progress against their Individual Education Plans and Student Learning Contracts.  Leaders build teaching staff capabilities in collecting evidence of student progress against their SMART goals.   Teachers use student assessment and data to identify students working six months below or six months or more above level.  Teachers write targeted learning goals for students working below and above the level in English and or Maths. Teachers write Individual Education Plans using SMART goals for students working six months below and six months above the Maths and English level.   Teachers write Student Learning Contracts for students working twelve months or more above the level.  Teachers devise strategies to support students in working towards achieving their SMART goals. Teachers monitor, evaluate and update Individual Education Plans (each term) and Student Learning Contracts (at least twice a term) to ensure they are responsive to student needs and progress.   Teachers monitor students recording and evaluating SMART goals in their Student Planner.  Teachers build student capabilities in writing, monitoring and evaluating their SMART goals.  Teachers co-create SMART learning goals with students in English and or Maths.  Students identified as at risk in learning will have relevant Individual Education Plans. Students know their next steps in their learning of English or Maths.  Students reflect on their SMART goals and work with teachers to devise future learning goals.  Students record and evaluate SMART goals in their Student Planner each week.  Students will display increased confidence in their learning. | | | | |
| **Success Indicators** | Early indicators:  Teacher Work Programs demonstrate explicit teaching of how to write, monitor and evaluate SMART goals.  Teacher Work Programs show differentiation and students working at their point of need in English and Maths.  Teacher anecdotal records, observations of lessons and annotations to the Work Program reflect formative assessment practices. Summative assessment data will show student learning growth in English and Maths.  Student Individual Education Plans and Student Learning Contracts will outline teaching strategies and adjustments to support students at their point of need and reflect on their progress.  Student Individual Education Plans and Student Learning Contracts will show how the plan will be implemented and the cycle of monitoring and evaluating plans.   Late indicators:  Victorian Curriculum and English as an Additional Language teacher judgements will show increased learning growth in English or Maths. Student Individual Education Plans and Student Learning Contracts will demonstrate short-term goals and progress achieved through adjustments and interventions implemented. Staff Opinion Survey positive percentage endorsement measures for student ownership of their learning goals will improve.  Student Attitudes to School Survey positive percentage endorsement measure for sense of confidence will improve. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Employ educational consultant Anny Lawrence to build teacher capabilities in writing SMART goals for students in English or Maths. | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Employ a teacher for the Department's Tutor Learning Initiative (the school's contribution). | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $25,000.00  🗹 Equity funding will be used |
| Schedule professional learning to build staff capabilitiies to understand, develop, implement and evaluation Individual Learning Contracts and Student Learning Contracts. | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| The school improvement team to meet weekly to plan, monitor and evaluate progress on the use of student data and differentiation and be responsive to teachers learning and teaching needs. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $75,000.00  🗹 Equity funding will be used |
| As part of the school’s Induction Program schedule fortnightly professional learning for new and graduate teachers at the school. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $78,000.00  🗹 Equity funding will be used |
| Goal 1 | Maximise student learning growth in literacy and numeracy. | | | | |
| 12-month target 1.1 | Increase the proportion of students in the exceeding or strong bands in reading from 63% in 2023 to 65% in 2024. Increase the proportion of students in the exceeding or strong bands in writing from 65% in 2023 to 67% in 2024. Increase the proportion of students in the exceeding or strong bands in numeracy from 60% in 2023 to 62% in 2024. | | | | |
| 12-month target 1.2 | Staff Opinion Survey: Increase the percentage of positive endorsement measure to promote student ownership of learning goals from 60% in 2023 to 64% in 2024. | | | | |
| 12-month target 1.3 | Increase the percentage of positive endorsement measure differentiated learning challenges from 87% in 2023 to 90% in 2024. | | | | |
| KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embed teacher capabilities to analyse and use data to inform differentiated learning. | | | | |
| **Actions** | Build staff capability to analyse student data to differentiate student learning and teach to the point of need. | | | | |
| **Outcomes** | Students receive learning at their point of need.   Teachers use data to identify students’ points of need in learning English and Maths.  Teachers differentiate teaching practices to cater for the range of learners across Victorian and English as an Additional Language Continua. Teachers select and employ appropriate strategies to support or challenge students in their learning at their point of need.  Leaders model a data-focused mindset and refer to evidence to support their decisions. Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities. | | | | |
| **Success Indicators** | Early indicators Curriculum documentation: teacher Work Program and planning documents show evidence of differentiation in English and Maths. Learning walk reflections show teacher differentiation of learning in English and Maths.  Mid-year - the teacher performance process demonstrates increased capabilities in differentiating student learning in Maths and English. Mid-year - teachers prepare and present student achievement data using teacher judgement data.   Late indicators  Student Attitudes to School Survey: Improved positive endorsement measure in sense of confidence.  Staff Opinion Survey: An improved number of positively endorsed measures in student ownership of their learning goals. The end-of-year performance process demonstrates increased capabilities in differentiating student learning in Maths and English.  End-of-year - teachers prepare and present student achievement data using teacher judgement data.  Increased consistency of teacher judgements against NAPLAN (Panorama) data. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Employ educational consultant Anny Lawrence to build teacher capabilities in using the Heatherhill Primary School reading and viewing continuum to identify their next stage of learning. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| Schedule learning walks, coaching and mentoring of teachers in collecting, analysing and using student data to differentiate learning in English and Maths. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $53,000.00 |
| School leadership audit staff proficiency with data and differentiation (Using teacher self-reflection and discussion of evidence in learning teams, verfied through student work samples). | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| School leadership use data from staff audit to establish tiers of proficiency and develop a tailored response to supporting staff professional learning in use of data and differentiation. | | 🗹 School leadership team | 🗹 PLP Priority | from: Term 1  to: Term 3 | $0.00 |
| School leadership refined the staff professional learning schedule to prioritise time for the assessment and moderation of student work using the Victorian and as an Additional Language developmental Continua to identify the next step for learning and to plan for differentiation in teaching teams. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| School leadership develop a professional learning schedule that supports staff to develop strategies for differentiation. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| School leadership works with the school improvement team to lead teachers in incorporating differentiation in learning and teaching session. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| The school improvement team to meet on five weekly cycles to review and assess progress on targeted work and adjust the work if required. | | 🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |

**Funding planner**

Summary of budget and allocated funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $322,673.62 | $322,673.62 | $0.00 |
| Disability Inclusion Tier 2 Funding | $127,084.47 | $127,084.47 | $0.00 |
| Schools Mental Health Fund and Menu | $27,957.50 | $27,957.50 | $0.00 |
| **Total** | $477,715.59 | $477,715.59 | $0.00 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Employ a teacher (0.4) to provide literacy support to students working below the level in the junior school. | $55,000.00 |
| Allocate time for the Student Wellbeing team to create student profiles for eligible students. | $15,000.00 |
| Schedule professional learning to increase staff capabilities in explicitly teaching social and emotional skills from the Personal and Social Capability domain of the Victorian Curriculum. | $10,000.00 |
| Student Wellbeing Team to review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health and build teacher capabilities through professional learning. | $5,000.00 |
| Allocate the role of Disability and Inclusion Leader to the assistant principal overseeing student wellbeing. | $52,084.47 |
| School leadership to prioritise time in the professional learning schedule for the assessment and moderation of student work using the Victorian Curriculum and English as an Additional Language continua. Teachers use the information to identify students' next learning and wellbeing goals. | $19,673.62 |
| Utilise resources from the Mental Health Menu items to develop and support the mental health and well-being of the whole child: socially, emotionally, academically and physically. | $27,957.50 |
| Employ speech pathologist to support eligible students in their language development. | $55,000.00 |
| Build staff knowledge and understanding of inclusive education and associated legislation and policy. Implement evidence-based professional learning support for students with: - autism - speech and language delay/disorder - learning difficulties including Dyslexia, dyscalculia - learning difficulties including dyscalculia - behaviour. | $10,000.00 |
| Employ educational consultant Anny Lawrence to build teacher capabilities in writing SMART goals for students in English or Maths. | $10,000.00 |
| Employ educational consultant Anny Lawrence to build teacher capabilities in using the Heatherhill Primary School reading and viewing continuum to identify their next stage of learning. | $20,000.00 |
| Employ a teacher for the Department's Tutor Learning Initiative (the school's contribution). | $25,000.00 |
| Schedule professional learning to build staff capabilitiies to understand, develop, implement and evaluation Individual Learning Contracts and Student Learning Contracts. | $10,000.00 |
| The school improvement team to meet weekly to plan, monitor and evaluate progress on the use of student data and differentiation and be responsive to teachers learning and teaching needs. | $75,000.00 |
| As part of the school’s Induction Program schedule fortnightly professional learning for new and graduate teachers at the school. | $78,000.00 |
| The school improvement team to meet on five weekly cycles to review and assess progress on targeted work and adjust the work if required. | $10,000.00 |
| **Totals** | $477,715.59 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Allocate the role of Disability and Inclusion Leader to the assistant principal overseeing student wellbeing. | from: Term 1  to: Term 4 | $30,000.00 | 🗹 School-based staffing |
| School leadership to prioritise time in the professional learning schedule for the assessment and moderation of student work using the Victorian Curriculum and English as an Additional Language continua. Teachers use the information to identify students' next learning and wellbeing goals. | from: Term 1  to: Term 3 | $19,673.62 | 🗹 School-based staffing |
| Employ speech pathologist to support eligible students in their language development. | from: Term 1  to: Term 4 | $55,000.00 | 🗹 Support services |
| Employ educational consultant Anny Lawrence to build teacher capabilities in writing SMART goals for students in English or Maths. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 School-based staffing |
| Employ educational consultant Anny Lawrence to build teacher capabilities in using the Heatherhill Primary School reading and viewing continuum to identify their next stage of learning. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Employ a teacher for the Department's Tutor Learning Initiative (the school's contribution). | from: Term 1  to: Term 4 | $25,000.00 | 🗹 School-based staffing |
| The school improvement team to meet weekly to plan, monitor and evaluate progress on the use of student data and differentiation and be responsive to teachers learning and teaching needs. | from: Term 1  to: Term 4 | $75,000.00 | 🗹 School-based staffing |
| As part of the school’s Induction Program schedule fortnightly professional learning for new and graduate teachers at the school. | from: Term 1  to: Term 4 | $78,000.00 | 🗹 School-based staffing |
| The school improvement team to meet on five weekly cycles to review and assess progress on targeted work and adjust the work if required. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 School-based staffing |
| **Totals** |  | $322,673.62 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employ a teacher (0.4) to provide literacy support to students working below the level in the junior school. | from: Term 1  to: Term 4 | $55,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Allocate time for the Student Wellbeing team to create student profiles for eligible students. | from: Term 1  to: Term 2 | $15,000.00 | 🗹 Professional learning for school-based staff   * Whole school |
| Schedule professional learning to increase staff capabilities in explicitly teaching social and emotional skills from the Personal and Social Capability domain of the Victorian Curriculum. | from: Term 1  to: Term 1 | $10,000.00 | 🗹 Professional learning for school-based staff   * Whole school |
| Student Wellbeing Team to review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health and build teacher capabilities through professional learning. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Professional learning for school-based staff   * Middle school leaders |
| Allocate the role of Disability and Inclusion Leader to the assistant principal overseeing student wellbeing. | from: Term 1  to: Term 4 | $22,084.47 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability inclusion coordinator |
| Build staff knowledge and understanding of inclusive education and associated legislation and policy. Implement evidence-based professional learning support for students with: - autism - speech and language delay/disorder - learning difficulties including Dyslexia, dyscalculia - learning difficulties including dyscalculia - behaviour. | from: Term 1  to: Term 3 | $10,000.00 | 🗹 Professional learning for school-based staff |
| Schedule professional learning to build staff capabilitiies to understand, develop, implement and evaluation Individual Learning Contracts and Student Learning Contracts. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Professional learning for school-based staff   * Teachers |
| **Totals** |  | $127,084.47 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Utilise resources from the Mental Health Menu items to develop and support the mental health and well-being of the whole child: socially, emotionally, academically and physically. | from: Term 1  to: Term 4 | $0.00 | 🗹 Brainstorm Productions  **This activity will use Mental Health Menu staffing**   * + Program delivered in school by external service provider |
| **Totals** |  | $0.00 |  |

Additional funding planner – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Brainstorm Productions | $7,000.00 |
| Employ staff to support Tier 1 activities. | $11,957.50 |
| The Resilience Project | $9,000.00 |
| **Totals** | $27,957.50 |

Additional funding planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Brainstorm Productions | from: Term 2  to: Term 2 | $0.00 |  |
| Employ staff to support Tier 1 activities. | from: Term 2  to: Term 3 | $0.00 |  |
| The Resilience Project | from: Term 3  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Brainstorm Productions | from: Term 2  to: Term 2 | $0.00 |  |
| Employ staff to support Tier 1 activities. | from: Term 2  to: Term 3 | $0.00 |  |
| The Resilience Project | from: Term 3  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Brainstorm Productions | from: Term 2  to: Term 2 | $7,000.00 | 🗹 Brainstorm Productions  **This activity will use Mental Health Menu staffing**   * + Program delivered in school by external service provider |
| Employ staff to support Tier 1 activities. | from: Term 2  to: Term 3 | $11,957.50 | 🗹 Employ staff to support Tier 1 activities  **This activity will use Mental Health Menu staffing**   * + Program delivered in school by external service provider |
| The Resilience Project | from: Term 3  to: Term 4 | $9,000.00 | 🗹 The Resilience Project  **This activity will use Mental Health Menu staffing**   * + Build staff capacity (conference, course, seminar)   + Employ CRT to release staff member |
| **Totals** |  | $27,957.50 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Employ a teacher (0.4) to provide literacy support to students working below the level in the junior school. | 🗹 Literacy support  🗹 School leadership team  🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Allocate time for the Student Wellbeing team to create student profiles for eligible students. | 🗹 School improvement team | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Departmental resources  Relevant professional learning. | 🗹 On-site |
| Schedule professional learning to increase staff capabilities in explicitly teaching social and emotional skills from the Personal and Social Capability domain of the Victorian Curriculum. | 🗹 Assistant principal | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Student Wellbeing Team to review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health and build teacher capabilities through professional learning. | 🗹 Curriculum co-ordinator (s)  🗹 SWPBS leader/team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Allocate the role of Disability and Inclusion Leader to the assistant principal overseeing student wellbeing. | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| School leadership to prioritise time in the professional learning schedule for the assessment and moderation of student work using the Victorian Curriculum and English as an Additional Language continua. Teachers use the information to identify students' next learning and wellbeing goals. | 🗹 School improvement team | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Utilise resources from the Mental Health Menu items to develop and support the mental health and well-being of the whole child: socially, emotionally, academically and physically. | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Employ speech pathologist to support eligible students in their language development. | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Advertise for a suitably qualified para-professional. | 🗹 On-site |
| The leadership team will monitor and assess progress of the activities detailed twice per term. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Build staff knowledge and understanding of inclusive education and associated legislation and policy. Implement evidence-based professional learning support for students with: - autism - speech and language delay/disorder - learning difficulties including Dyslexia, dyscalculia - learning difficulties including dyscalculia - behaviour. | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 External consultants  Source consultants to provide professional learning in the identified areas. | 🗹 On-site |
| Employ educational consultant Anny Lawrence to build teacher capabilities in using the Heatherhill Primary School reading and viewing continuum to identify their next stage of learning. | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Educational consultant Anny Lawrence. | 🗹 On-site |
| Employ educational consultant Anny Lawrence to build teacher capabilities in writing SMART goals for students in English or Maths. | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Educational consultant Anny Lawrence.  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Employ a teacher for the Department's Tutor Learning Initiative (the school's contribution). | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Schedule learning walks, coaching and mentoring of teachers in collecting, analysing and using student data to differentiate learning in English and Maths. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Schedule professional learning to build staff capabilitiies to understand, develop, implement and evaluation Individual Learning Contracts and Student Learning Contracts. | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| School leadership audit staff proficiency with data and differentiation (Using teacher self-reflection and discussion of evidence in learning teams, verfied through student work samples). | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| School leadership use data from staff audit to establish tiers of proficiency and develop a tailored response to supporting staff professional learning in use of data and differentiation. | 🗹 School leadership team | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| The school improvement team to meet weekly to plan, monitor and evaluate progress on the use of student data and differentiation and be responsive to teachers learning and teaching needs. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| As part of the school’s Induction Program schedule fortnightly professional learning for new and graduate teachers at the school. | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| School leadership refined the staff professional learning schedule to prioritise time for the assessment and moderation of student work using the Victorian and as an Additional Language developmental Continua to identify the next step for learning and to plan for differentiation in teaching teams. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| School leadership develop a professional learning schedule that supports staff to develop strategies for differentiation. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| School leadership works with the school improvement team to lead teachers in incorporating differentiation in learning and teaching session. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| The school improvement team to meet on five weekly cycles to review and assess progress on targeted work and adjust the work if required. | 🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |